

LEARNER ATTITUDES TOWARDS EXPLICIT GRAMMAR TEACHING

*HPK. Pathirana¹, PLN. Abeywardena², HMWN. Herath³,
AMCK. Abeysekara⁴*

Learning a language entail not just mastering the four skills of competence, but also comprehending the underlying set of rules. In this regard, learners' attitudes towards grammar are also of utmost importance. The main objective of this study was to investigate English language learners' attitudes towards explicit grammar teaching at the tertiary level and analyze them in a framework of several variables, such as gender, age, and the proficiency level of the learners. The data were collected from 112 students of the Faculty of Management Studies of the Rajarata University of Sri Lanka representing three different proficiency levels: first-year, second-year and third-year students during their first semester. The questionnaire designed by the researchers to investigate the attitudes of the learners towards learning explicit grammar was considered a reliable and valid tool. The analysis revealed that gender and age did not create considerable differences in the attitudes. The only variable which showed a significant difference in the attitudes was the level. Accordingly, 94% of the first-year students, 86% of the second-year students, and 100% of the third-year students have a positive attitude towards grammar learning, while 5, 13 and 0 percentages of the target students have a neutral attitude towards learning grammar. Almost the same result was observed regarding the student opinions on grammar teaching in English for specific purposes (ESP) courses as well. The results lead to the conclusion that the majority of students prefer learning grammar and look forward to receiving it in ESP courses.

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¹ The Rajarata University of Sri Lanka. sandunp215@gmail.com

² The Rajarata University of Sri Lanka.

³ The Rajarata University of Sri Lanka.

⁴ The Rajarata University of Sri Lanka.